

## The Impacts of ESC Leaders' Code Switching on Participants' Attitude

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### Abstrak

Saat ini, kemampuan berbicara bahasa Inggris menjadi hal yang paling penting untuk para mahasiswa, khususnya mahasiswa Jurusan Bahasa dan Sastra Inggris UNESA. Terlebih, salah satu kegiatan di jurusan ini adalah English Speaking Club. Di kegiatan ini, pemimpin kelompok ESC mengambil peran penting untuk memimpin diskusi menggunakan bahasa Inggris. Agar lebih mudah, penggunaan bahasa dan alih kode juga penting karena pemimpin kelompok harus memberikan perlakuan yang berbeda untuk setiap peserta di kelompoknya agar para peserta bisa lebih mudah untuk mengembangkan kemampuan bahasa Inggrisnya. Penulis menggunakan 2 teori yaitu teori dari Holmes tentang sikap terhadap bahasa dan teori dari Wardhaugh tentang alih kode. Penelitian ini menggunakan metode deskriptif kualitatif. Data tersebut dikumpulkan dari observasi, wawancara, dan kuesioner. Penelitian ini berfokus pada alasan dari alih kode yang digunakan oleh pemimpin kelompok dan sikap peserta terhadap alih kode yang dilakukan oleh pemimpin kelompok di kelompok ESC. Penulis ingin mengetahui apakah pemilihan bahasa dalam memimpin kelompok ESC bisa mempengaruhi sikap peserta terhadap bahasa tersebut atau tidak. Ditemukan bahwa, sikap peserta terhadap alih bahasa yang dilakukan oleh pemimpin kelompok dipengaruhi oleh kemampuan Bahasa Inggris para peserta. Para peserta di level yang lebih rendah cenderung mempersilahkan pemimpin kelompok untuk menggunakan alih bahasa dengan tujuan untuk membuat pemahaman yang lebih baik untuk mereka. Sebaliknya, para peserta di level yang lebih tinggi cenderung menginginkan pemimpin kelompok untuk menghindari penggunaan alih bahasa dengan tujuan untuk membuat pertemuan ESC lebih efektif dan berguna untuk para peserta.

**Kata Kunci :** *Pemimpin Kelompok, Peserta, ESC, Sikap Bahasa, Alih Kode*

### Abstract

Nowadays, English speaking skills is the most important for college student, Especially for English department UNESA. Moreover, one of the activities in English Department is English Speaking Club. In this activity, the group leader of ESC plays important role in order to lead the discussion using English language. To make it easy, language used and code switching are also important because the group leader must give different treatment for every participants in his or her group to make the participants develop their English fluency more easily. The writer use two theories, which are Holmes theory about attitude to language and theory from Wardhaugh about code switching. This study uses descriptive qualitative method. The data are collected from observation, interview, and questionnaire. This study focuses on the reasons of code switching which the Group leader used and the participant's attitude toward the Group leader's code switching in ESC Group. The writer would like to know whether the language choice in Leading the ESC group may influences the participant's attitudes toward the language or not. It is found that the participants' attitude toward group leaders' code switching is strongly influenced by the participants' English fluency. The participants in the lower level prefer the group leader to use code switching in order to make the better understanding for the participants themselves. Otherwise, the participants in the higher level prefer the group leader to avoid code switching in order to make the ESC meeting more effective and useful for the participants.

**Key Words:** *Group Leader, Participants, ESC, Languages Attitudes, code switching*

## INTRODUCTION

English nowadays become a primary needed for human life. Many people in the world start learning English because they do not want to be left behind from the development of the modern era. Even the country that used English as foreign language, English play an important role for that country because English also become a modern communication tool that can communicate one country to another country.

However, it is not easy for the country (e.g. Indonesia) that does not have English as the first or second language. There will be many errors occur when they write or speak English. People tend to translate their first language to English. Therefore, they usually do the code switching.

Code switching is one of the linguistic features that appear the most in bilingual or multilingual society (Trudgill, 2003:115). According to Wardhaugh (2006:101), code switching is changing code from one code to another code or to mix code in the same conversation. It is the easiest way to communicate with the same people who speak the same language.

However, not everyone perceives code switching well. Some people think that code switching is only for the people who have low ability of speaking English. Yet, some others think that code switching is necessary because it helps them to understand the difficult words in English. This phenomenon is called language attitude. Attitudes are also an expression of favor or disfavor toward person, place, thing, or event (Holmes, 2013:344). The attitude toward the language is influenced by many factors.

One of the good example of the phenomenon of code switching and the language attitude is ESC. ESC, stands for English Speaking Community, is one of the very awesome innovations that English Department UNESA has to help the students solve their English fluency and speaking problem. English Speaking Community has already begun since 2014. This program is a must for the entire students in English Department UNESA because English Department UNESA has decided that ESC is one of the requirements that the student need if the participant want to do the Thesis for their graduation. That is why, ESC is very important program that this department has. In ESC, the entire participant will do the placement test for deciding which level that the participant appropriate. There are 8 levels in ESC starts from level one until eight. It depends on the participant fluency in speaking English. The participants must reach at least 7<sup>th</sup> level to get the permission to do the thesis for their graduation

The leader usually find the obstacles when the participants use such kind of language use like code mixing, code switching, and many more because they want to try to say something but they do not know the meaning of those words in English. The participants also use code switching in the way to avoid misunderstanding with the leader and other participants. That is why, the group leader should know about the characteristic of his or her member in the group so he or she can determine the best way to teach or learn English together with the participants.

Nevertheless, sometimes, the participants' attitude toward the group leader's code switching is not a hundred percent acceptable because many reasons and the differentiation between the participants ability in that group. Even the group leader uses code switching to make the material easier to understand, this way is still debatable and it needs to be learned more and more.

This study investigates the correlation between code switching and languages attitudes. More importantly, the participant's attitudes toward the group leader's code switching in ESC group English Department UNESA. Participants' attitudes play an important role in determining whether this attitude is accepted or unaccepted by the group leaders in the way to lead the ESC meeting. The result can be used to determine the way to deciding which attitudes that can used for speaking class if the group leaders use such kind of code switching very often. In addition, the result can be used to give the suggestion for those lecture or maybe The Head of English Department who has responsibility to keep the quality of English Speaking Community consistent in the high or higher position.

It is interesting to study the relation or correlation between code switching by the group leaders and the participants' attitude toward group leaders' code switching because this phenomena happens not too far from our college society. Besides, code switching is the linguistic feature that appears the most in ESC group. The readers will know about the correlation between code switching and language attitude and also the impact for the participants English fluency.

A study about correlation between code switching and attitude has been proposed by Abdullah A. Alenezi in his paper entitled "*Students' Language Attitude towards Using Code Switching as a Medium of Instruction in the College of health Science: An Exploratory Study*" and also by Yesi Sehiling entitled "*The Student Attitudes Toward the Instructor's Code Switching In EFL Classroom*". Those researches have similar topic with this study (see Chapter 2). However, the research gap between this research and other researchers are the other

researchers mostly used teacher and students that has bigger scale as their subject while this research uses only collage students who became group leaders and participants in ESC group English Department UNESA as the subject of the study. Besides, this research focuses on language attitude by the participants of ESC and provides some theories related with language attitude by the participants and code switching by the group leader. This research also focuses only in ESC group because the writer wants to explore more about the relation between language attitude and code switching which are linguistic features that appear the most in ESC by both group leaders and participants.

## **THEORETICAL FRAMEWORK**

### **Code Switching**

Code switching is common phenomenon in bilingual society. Code switching also the process whereby bilingual or bi-dialect speakers switch back and forth between one language or dialect and another within the same conversation (Trudgill, 2003:115). Bilingual people attend to switch their code in any occasion. Wardhaugh (2006:101) says that code switching is changing codes from one code to another code or to mix code in the same conversation. In the other words, code switching is the use of two or more languages in the same conversation.

According to Wardhaugh (2006: 112), there are some certain resistances of using code switching. They are for purposes of joking; to express identity and/how someone wants other to view him/her, to show intelligence, kindness, dependability, and ambition. Wardhaugh then said that there are two kinds of code switching. They are situational code switching and metaphorical code switching. Situational code switching occurs when the language use changes according to the situations in which the speakers find themselves. He also says that no topic change is involved of the code switching within the topic change. The speaker change the code as she/he redefine the situation such as formal to informal, serious to humorous, and politeness to solidarity. For metaphorical Code Switching, this is the use of two language varieties within a single social setting. This code switching is usually applied in order to give further explanation to the other interlocutors who did not know the context of the conversation.

### **ATTITUDE**

Attitude toward language is called as language attitude. Language attitude is someone's attitude in choosing and deciding which language to be used. Language attitude is quiet influenced by background and

something happen in the environment. Besides that, according to Holmes (2013:344) on *An Introduction to Sociolinguistic*, language attitude is reaction of language user to his/her own language or the others language. This theory support that language attitude is reaction or evaluation by somebody to language whether favor or disfavor it.

Attitudes are also an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Attitude is also measureable and changeable as well as influencing the person's emotion and behavior. Attitude also is a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in the environment.

An attitude can be defined as a psychological tendency that is expressed by giving review to something significant with some degree of favor or disfavor (Eagley & Chaiken, 1993: 1). This definition of an attitude as a psychological tendency calls attention to the fact that attitudes constitute a speaker-internal concept that consists of a speaker's attribution of various degrees of goodness or badness to a given entity. Evaluative responses to an entity include, for example, approval or disapproval, favor or disfavor, liking or disliking, approach or avoidance and attraction or aversion.

## **METHOD**

This study uses descriptive qualitative data. According to Bodgan and Taylor on Margana's Disertasi (2012). descriptive qualitative uses data in the form of word, phrase, or clause whether written or spoken which is used to give overview of a certain description of phenomena about code switching. The objects of the study were 15 until 20 groups of English Speaking Community from the lowest level until the highest level of English proficiency. However, not all the groups of ESC were researched but only several groups, which was chosen randomly. The subjects of the study were all the people in the groups including the group leaders and the participants. In this case, the group leaders followed to answer question 1 and the participants followed to answer question 2.

This study divided the data into two types. They are linguistics and information data. The linguistic data is the situation of code switching by the group leaders and the participants' attitudes the code switching. The information data is obtained when the researcher conducted interview of the group leaders about the reason of the used of code switching in leading the ESC groups and the interview and giving questionnaire to the participants about the acceptability of the code switching

by the group leaders. Direct observation and interview were used. Interview was used for the group leaders to get more information about the reason of using code switching. In interview activity, it was not made interview sheet because the interview was done directly based on the situation of code switching in each groups. In order to answer question 2, it is almost the same way as the question 1. The differentiation is on the object. Interview was used for the participants to get more information about the participant's attitude toward group leader's code switching. Besides, questionnaire is used in this moment to let the researcher knows what is the participant's feel by answering the question in the questionnaire sheet. However, the researcher was the key instrument to answer those two questions. The researcher as the instrument means that the researcher became the determiner in collecting data.

## RESULTS

### 1. The reasons of code switching used by the leader in level 3 until level 5

The direct observation showed that the reasons of code switching that the leader used below:

#### a. Attracting the participants

The group leader would like to attract the participants to pay attention to his or her utterances. This is also counted as situational code switching because at the beginning, the situation was formal and then the group leader changes the situation become informal by using code switching. This happens because sometimes the participants make others forum during the meeting or sometimes they did not pay attention neither to the group leader nor the other participants. One of the examples are show below:

**Datum 1**

Group Leader Utterances	Participants Utterances
In your opinion, how was Kungfu Panda 3 compared to the last one?	P1: Well, emmm. (while P2 and P3 is discussing something)
<i>Eh, rek, rek.</i> Please listen up. <i>Ini ada yang mau ngomong lo.</i>	P2: oh, sorry. Go on then.

Based on the data above, the group leader asks one participant (p1) about the topic and the participants would like to answer the group leader's question. However, the other participants (p2 and p3) did not pay attention to the both the group leader and the participant who would like to answer the question.

Then, to make the other participants pay attention to the participant, the group leader using Javanese language (see datum 5), which is their first language beside Indonesian language. The group leader asks the other participants to listen up the participant who would like to say words against the topic. In result, the group leader succeeds to make other participants to pay attention to the participant who gets the chance to speak.

Indeed, the group leader manages to make the participants pay attention to him. Besides, the group leader would like to make the participants respect each other during the meeting. from the fact that drawn in datum 5 can be concluded that the group leader's code switching attracted the participants to listen to him and followed his command. The participant's attention is automatically drawn to depend on the language background he/she originates from.

To support the result of the direct information, Interview to the group leader was done. From the interview, we can know that so many reasons that appear from this phenomenon. One of the group leader said that there are positive and negative effects toward the reasons. It appears because of code switching used. The positive is He can lead the group easier and it makes the participants more confidence and easier to understand the topic that discussed at that time. He also said that in this range of level (level 3-5), the English proficiency between the group leader and the participants are similar. There is way both group leader and the participants use code switching very often because it is very useful for them and for learning speaking English.

Nevertheless, applying code switching also caused some negative effects. One of the group leader said that using code switching too much could make the participants lazy to figure out about speaking English. They will not learning speaking English well because they use Indonesian language very often. Besides, the use of code switching will result on its dependence in code switching. It makes the participants cannot stand alone and very spoiled. They cannot solve their own problem in speaking English and use code switching as their shortcut.



## 2. The reasons of code switching used by the leader in level 6 until level 7

### a. Mapping and measuring the participants

Group Leaders would like to map and measure participant's English Proficiency. It is counted as situational code switching because it is reflected from the different situation when group leader talked to the participants with different proficiency. Group leaders in this level could predict the participant's ability in speaking English. The participants who intend to use code switching usually have low proficiency and need some special treatment.

**Datum 2**

Group Leader utterances	Participants Utterances
The new building of legislative library has been planned. What do you think about that?	p1: I think it is not necessary for them. They have been already provided the big building for their office by the government, right?
I do agree with you. (commenting the point of participant's speech) What about your opinion? <i>Yak, ayok kamu</i> (pointing the another participant)	p2: Well, I think it is not important. I mean, for what? <i>mereka kan sudah digaji sama Negara.</i>
Ah, I see. So you mean, they do not deserve it? (try to build the speaking ability more)	Yes, that what I mean.
That IS what you mean	Exactly

Based on the datum above, the group leader begins the meeting with mention the topic of the day and pointing someone in order to respond the group leader's topic. Firstly, the group leader pointing the participant (p1), which has good fluency to respond what the group leader has said before. This participant (p1) answers the group leader's question fluently in English. He also uses variety vocabularies. Therefore, the group leader decides

to map him as one of the good participant by responding his point of his opinion.

After that, the group leader continues the conversation and pointing other participant (p2). In this case, the group leader already knows about this participant (p2) ability. Therefore, the group leader uses code switching in order to adapt the participant's ability (see datum 6), which is not good enough for the group leader. In result, because the group leader used code switching during the conversation toward this participant, the participant feels free and confidence to use code switching in order to answer the group leader's question.

Nevertheless, the group leader still shows her responsibility by correcting several mistakes that the participant's produce (see datum 6). The group leader tries to repeat the meaning of what the participant has said before in order to correcting the broken English that the participant has produce before. This participant also responds it and correcting his own broken English. He admits that he make several mistakes and fix it into the correct English.

From the fact that appear from the datum above, can be concluded that code switching is the most frequent communication strategies used by foreign language students. In this case, the participants could not speak English fluently since English is foreign language for them, which is learned by the participants.

To support the result of the direct information, Interview to the group leader was done. Most of the group leaders and the participants in this level are strongly disagree with the use of code switching for their ESC groups. They give opinion that using code switching will make the meeting pointless and useless. Because in this level, both the member and the participants must have courage to speak fully with English and avoid Indonesian language in terms of their proficiency are already proofed by the placement test that the department did before put them in this level.

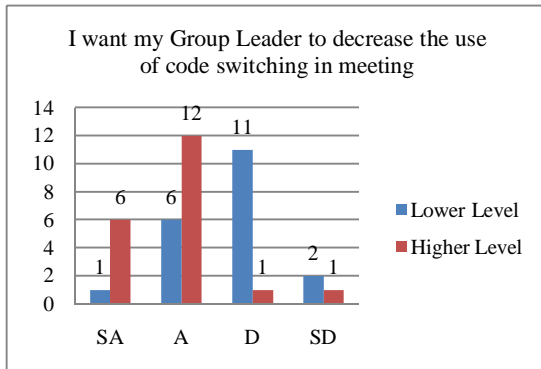
Nevertheless, the uses of code switching in this level are still appear although they are in the highest level. Some group leaders said that it was still necessary for some activities like replacing difficult words and understanding it as long as the in the low intensities.

## 3. How is the participants' attitude to the leaders who use code switching in the way to lead the ESC group

In this part, the analysis of the data show mixed attitudes towards the group leader's code switching behavior in the meeting of ESC groups. From the data below, it could be concluded that the participants' attitude are largely influenced by their proficiency based

on their level in ESC. The participants in the lower level (level 3-5) have strongly differentiations attitude with the higher level

**Datum 3**



Based on the data that shown in datum 12, it is obviously appear that the participants in the lower level mostly disagree with this statement. Eleven people disagree and two people strongly disagree with this statement shown that code switching needed for the participants in this level. Again, they still learn and some of them are have a problem with absorbing the materials if the materials deliver only use English language. There is why they do not want their group leader to decrease the use of code switching in the meeting.

Otherwise, different situation happens in the higher level. Most of them agree with this statement. Twelve people agree and six people strongly agree with this statement. Again, we talk about the willingness of the participants in learning English speaking. The participants in the higher level prefer to ask the group leader to decrease the using of code switching in order to avoid the disturbance during the meeting. It will be more effective if the group leader only use on language instead of using both Indonesian and English language.

Still, there are some participants in the lower level agree with this statement. Six people agree and one person strongly agrees with the statement. The reasons are similar with the previous study that some of the participants in the lower level need to push themselves so they can learn about speaking English well. However, this phenomenon happens in the rare time and only view participants in this level agree with this statement.

For the higher level, there are still appearing the participants that disagree with this statement. Although only two people said disagree and strongly disagree for each, this phenomenon still happen in the higher level. Those people usually the participants who still confuse about the meaning of what the group leader discussed about. There is why they still do not need the group

leader to decrease the using of code switching during the meeting.

## DISCUSSION

### 1. The reasons of code switching used by the group leader in ESC group

The data above shows the clear data of the reasons why group leaders use code switching during ESC meeting. Actually, code switching phenomenon cannot be avoided by both the participants and the group leaders in any level of ESC. The distinct thinks is only the frequency of the code switching use by them. However, code switching caused several effects which is positive and negative effects based on the necessarily of the group leaders and participants.

The participants level also contribute in terms of the used of code switching. The higher the participants level, the harder the participants avoid the used of code switching. Otherwise, the lower the participants level, the more they use code switching in order to make the easier to understand the topic that sometimes use uncommon words.

- The group leader would like to attract the participant to pay attention to his or her utterance. This happens because sometimes the participants make another forum during the meeting or sometimes they did not pay attention to the group leader. Muthusamy (2007) showed that advertisement in India using both English and Hindi was attracting the readers or listeners. The reader's attention is automatically drawn to depend on the language background he/she originates from. In English Speaking Community, the group leaders also try to attract participants' attention who do not pay attention to the speaker. The group leader in datum 5 shows his emotion by using code switching. He expects that the participants would pay attention to what he said and respect him. The group leader manages to make the participants pay attention to him. Besides, the group leader would like to make the participants respect each other during the meeting. The group leader's code switching attracted the participants to listen to him and followed his command. This is also count as situational code switching because at the beginning, the situation was formal and then the group leader changes the situation become informal by using code switching (Wardhaugh,2006:112)
- The group leader are able to map and measure participant's English proficiency. Group leaders in this level could predict the participant's ability in speaking English. The participants who intend to use code switching usually have low proficiency and need

some special treatment. It provides positive impact only to several participants. Based on datum 6, the group leader pay more attentions to the participants who have lower fluency in English speaking rather than the participants who already count as better fluency. According to Polland (2002), code switching is the most frequent communication strategies used by foreign language students. in this case, the participants could not speak English fluently since English is foreign language for them, which is learned by the participants. It is count as situational code switching as Wardhaugh (2006:112) said that it is reflected from the different situation when group leader talked to the participants with different proficiency

## **2. Participants' attitude toward group leaders' code switching in ESC group**

This study shows that code switching of English and Indonesian is a common communicative behavior in the most of group of ESC meeting. Nevertheless, this research is purposed to explore the participants' attitude toward the group leader's code switching during the meeting in English Speaking Community and several effects of this phenomenon for the participant's performance.

The results show that the participants' attitude toward code switching that the group leader used was largely influenced by the participants English language fluency. According to Arrifin's and Hussin's (2011:237) study, the students with less English proficiency were more tolerant to the instructors code switching then the students who have higher English proficiency. It also occurs in the ESC group where the lower level (3-5) participants' speaking ability depends on the group leader's presence. Based on the questioners that has done by the participants, showed in the datum 16, the lower level participants admitted that they need their Group Leader to use both languages for better understanding. It means that when their group leader could not attend a meeting, they are confused to communicate and understand each other using full English

The study also shows the reaction of the participants toward group leader's code switching during the meeting in ESC group. According to Holmes (2013), language attitude is reaction or evaluation by somebody to language whether favor or disfavor it. In this case, the participants in the lower level prefer the group leader uses code switching in order to make the better understanding for the participants itself. In the other words, the participants in this level are pleased for the code switching that used by the group leaders. This statements are supported by Alenezi (2010:7) study that

the students more desirable and believe that code switching of the teacher makes course easy to understand. Otherwise, the participants in the higher level prefer the group leader to avoid code switching in order to make the ESC meeting more effective and useful for the participants. They realize that code switching could harm the quality of the ESC itself and it would give any benefit based on the participants' opinion in this level. In the other words, the participants in this level do not approve the code switching used by the group leaders. This statement is similar with David (2008:78) article that the code switching should be minimized because of it is bad for the learner. It assumed that if the teacher often used that, it can make the bad behavior to the next generation and will be more difficult to avoid.

It is also shown that code switching by the group leaders has several effects to the participants' psychological tendency. According to Eagley & Chaiken (1993:1), a psychological tendency that is expressed by giving review to something significant with some degree of favor or disfavor. The participants from the lower level favor the code switching by the group leader because they will understand more about the topic and they were afraid to used fully English language in order to their low ability in speaking English. Otherwise, the participants from higher level disfavor the code switching by the group leader because if the group leaders in this level use code switching too often, they will lose their prestige as a group leader in higher level and the participants will think that he/she is not suppose to be a group leader.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

This chapter is a summary of the results in order to make the reader get a better understanding through reading the results of this study. Based on the data in following chapters, the main objective of this present study are to investigate the reasons why group leaders use code switching and to investigate the participant's attitude toward the group leader's code switching behavior in ESC group. After doing all the research, the results are drawn below. The first results is the reasons why group leaders use code switching to the participants in ESC group which has several effects whether negative or positive impacts. The reasons are:

1. The group leader would like to attract the participants to pay attention to his or her utterances. It provides positive impact for the group leader.

2. The group leader would like to map and measure participant's English proficiency. It provides positive impact only to several participants.

Based on the data, the impact of code switching used by the group leaders mostly positive, however, it will become negative impact if both group leaders and the participants use code switching too often. It will harm the purpose of ESC, which makes the English speaking ability better than before.

There are also some additional results that the group leaders frequency of using English or Indonesian language is largely influenced by the level of the participants which is higher or lower level. The lower the level, the more frequently code switching is.

The second results are the participants' attitude toward the group leaders' code switching in ESC meeting.

The results show that the participants' attitude toward code switching that the group leaders used was largely influenced by the participants English language fluency. The study also shows the reaction of the participants toward group leader's code switching during the meeting in ESC group. The participants in the lower level prefer the group leader to use code switching in order to make the better understanding for the participants itself. In the other words, the participants in this level are pleased for the code switching that used by the group leaders.

Otherwise, the participants in the higher level prefer the group leader to avoid code switching in order to make the ESC meeting more effective and useful for the participants. They realize that code switching could harm the quality of the ESC itself and it would give any benefit based on the participants' opinion in this level. In the other words, the participants in this level do not approve the code switching used by the group leaders.

It is also shown that code switching by the group leaders has several effects to the participants' psychological tendency. The participants from the lower level favor the code switching by the group leader because they will understand more about the topic and they were afraid to used fully English language in order to their low ability in speaking English. Otherwise, the participants from higher level disfavor the code switching by the group leader because if the group leaders in this level use code switching too often, they will lose their prestige as a group leader in higher level and the participants will think that he/she is not suppose to be a group leader.

### **Suggestion**

This research might be very far away from perfectness. Hopefully there will be so many further

researchers who relate this research on the code switching phenomenon by the group leaders in the ESC meeting and the participants attitude toward group leader's code switching for more detail data and explanation and from any points of view.

For the ESC committee, hopefully this research could shows them the weakness and the strengthens of English Speaking Community in order to make several evaluation in several points of ESC to make the better ESC for the future.

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